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ABSTRACT

Presented in this teacher's guide for grades K-3 are lesson plans and ideas for integrating art and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

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Project I - C - E INSTRUCTION - CURRICULUM - ENVIRONMENT

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A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION

DISCIPLINE AREA Art GRADE K-3

Produced under Title III E.S.E.A.
PROJECT I-C-E
Serving Schools in CESA's 3-8-9
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(after Dec. 1, 1972 - 468-7464)

Robert Warpinski
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SE 016 535

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PROGRAM FOR ENVIRONMENTAL EDUCATION

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972 - 468-7464)

Robert Warpinski, Director
Robert Kellner, Asst. Director
George Howlett, EE Specialist

PREFACE

"Oikus" for house is the Greek origin of the term "ecology". Envir
studies our house--whatever or wherever it may be. Like an umbrella,
expand or contract to fit many ranges--natural and man-made. We can
environments, our many "houses" if we omit rancor and cite long range
complexities. Our "oikus" uses the insights of all subjects. Thus,
multidisciplinary program like ours necessarily results. Also, since
a long time, our program ranges K thru 12. The environment mirrors o
values. These values have their origin in the "oikus" of our collect
minds. Let us become masters of our house by replacing the Greek ada
with "Know thyself and thine house."

1. Written and designed by your fellow teachers, this guide is supple
   to fit appropriately into existing, logical course content.
2. Each page or episode offers suggestions. Knowing your students be
   to adapt or adopt. Limitless chances are here for your experiment
   Many episodes are self contained, some open-minded, still others c
   developed over a few days.
3. Try these episodes, but please pre-plan. Why? Simply, no guide h
   and no curriculum will work unless viewed in the context of your s
4. React to this guide with scratch ideas and notes on the episode pa
5. After using an episode, fill out the attached evaluation form in t
   duplicate, or request more of these forms. Send them singly or co
   We sincerely want your reactions or suggestions--negative and posi
   evaluations are the key in telling us "what works" and in aiding o
   the guides.

TERMS AND ABBREVIATIONS

ICE RMC is Project ICE Resource Materials Center serving all public
school districts in CESA 3, 8, and 9. Check the Project ICE Bibliogr
resources. Our address and phone number is on this guide's cover. P
or call us for any materials or help.

BAVI is Bureau of Audio Visual Instruction, 1327 University Avenue,
Madison, Wisconsin 53701 (Phone: 608-262-1644).

Cognitive means a measurable mental skill, ability, or process base

Affective refers to student attitudes, values, and feelings.

PREFACE

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and phone number is on this guide's cover. Feel free to write
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io Visual Instruction, 1327 University Avenue, P. O. Box 2093,
1 (Phone: 608-262-1644).
surable mental skill, ability, or process based on factual data.
tudent attitudes, values, and feelings.

ACKNOWLEDGEMENTS: The following teachers and consultants parti
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Supplementary Environmental Education Guides:

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C. L. Paquet, Denmark
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Roger Roznowski, Southern Door
Jan Serrahn, Sevastopol
Calvin Siegrist, How.-Suam.
Mary Smith, Green Bay
Carol Trimberger, Kewaunee
Mary Wadzinski, How.-Suam.

SUGGESTED ART ACTIVITIES FOR CUTSIDE EXP

1. Draw impressions of noises with eyes closed
2. Field trips - drawing
3. Effect of light and shadow
4. Design elements--shapes, line textures
5. Texture studies
6. Line & repeat patterns (studies)
7. Architecture & building studies (bridge)
8. Landscaping problems
9. Tree stumps - design piece of furniture from particular stump
10. Perspective studies
11. Camoflauge building (out of available elements)
12. Time & motion studies (swings, playground equipment, etc.)
13. Colors of nature - variations of color in a familiar object
14. Draw objects from a different point of view
15. Photographic studies
16. Creative writing & dramatics
17. Detailed bi
18. Microscopic
19. Mathematics
20. Music & visu music show
21. Mobiles - us

WINTER - SEASONA

1. Snow sculptu
2. Snowflake pa
3. Black & whit photography
4. What's Happe (winter tre
5. Study ice fo
6. Contrast of
7. Tree sculptu
8. Collage with environment
9. Angels in th man-made sno
10. Leaves turni unnatural co (could be us color lesson

SUGGESTED ART ACTIVITIES FOR CUTSIDE EXPERIENCES

s with eyes

line textures

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ipment, etc.)

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17. Detailed biological drawings
18. Microscopic drawings
19. Mathematics - architecture
20. Music & visual expressions - slide, music show
21. Mobiles - using found objects.

WINTER - SEASONAL IDEAS

1. Snow sculptures
2. Snowflake patterns
3. Black & white (high contrast) photography
4. What's Happening Under The Snow (winter tree shapes)
5. Study ice formations
6. Contrast of winter colors
7. Tree sculptures (personifying)
8. Collage without harming environment
9. Angels in the snow or other man-made snow patterns
10. Leaves turning color in fall - unnatural colors for trees (could be used with a painting or color lesson)

REFERENCES

Films - General

Art and Perception: Learning to See, 16 3/4 min., color, eleme

Art in Cur World, 11 min., color, Jr.-Sr. high

Art Discovered in Nature, 11 min., color, primary/elementary

Changing Art In a Changing World, 21 min., color, elementary/Jr

Ideas for Art, 10 min., color, elementary

Look At That!, 10½ min., color, primary/elementary

Sources of Art, 11 min., color, elementary/Jr.-Sr. high
B. F. A. Educational Media, 2211 Michigan Avenue, Santa Mo

May be available for rental from:
University of Wisconsin
Bureau of Audio-Visual Instruction
1327 University Avenue
Madison, Wisconsin 53701

Books - General (to be used in conjunction with episodes)

A Dictionary of Art Terms and Techniques, Mayer Ralph, Thomas Y
York, 1969.

The Art of Color and Design, Graves Maitland E., McGraw-Hill Bo

Mayer, Ralph, The Artist's Handbook of Materials and Techniques
New York.

Maurello S. Ralph, Commercial Art Techniques, Tudor Pub. Co., N

Menesini, Mario M., The Environmental School, Educational Consu
Crinda, California, 1970.

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o See, 16 3/4 min., color, elementary/Jr.-Sr. high

:, Jr.-Sr. high

n., color, primary/elementary

l, 21 min., color, elementary/Jr.-Sr. high

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chniques, Mayer Ralph, Thomas Y. Crowel Co., New

ves Maitland E., McGraw-Hill Book Co., New York.

ook of Materials and Techniques, 3rd ed., Viking Press,

t Techniques, Tudor Pub. Co., New York, 1952.

ental School, Educational Consulting Service,

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

Discipline Area Art

Subject Clay -

Problem Orientation Sun

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EX	II
Cognitive: The student will interpret his image of the sun by completing one of his projects. Affective: The student shows awareness of aesthetic factors of the sun. Skills to be Learned Clay work Mosaic techniques Simple printing techniques Pencil, charcoal or crayon drawings Puppet construction	I. Student-Centered in class activity A. Ceramic plaque - child's imaginative idea of what the sun looks like. B. Mosaic - sun mosaic could be done with seeds or indian corn. C. Sun designs - plastacine modeling clay used as a stamp for printing. D. The feelings of the sun are illustrated by drawing what the sun looks like on a: 1. Rainy day 2. Foggy day 3. Cloudy day 4. Sunny day 5. Snowy day E. Sun puppets 1. Use stuffed paper bag to construct a talking sun. 2. Show rays as arms, etc. 3. Some students may want to make clouds, stars, moon, etc. to complete the "show". 4. Correlate with music	

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Discipline Area Art

Subject Clay - Printing - Drawing - Puppets

Problem Orientation Sun Energy Grade 1-3

SUGGESTED LEARNING EXPERIENCES

Student-Centered in class
ctivity

. Ceramic plaque - child's imaginative idea of what the sun looks like.
. Mosaic - sun mosaic could be done with seeds or indian corn.
. Sun designs - plastacine modeling clay used as a stamp for printing.
. The feelings of the sun are illustrated by drawing what the sun looks like on a:
   1. Rainy day
   2. Foggy day
   3. Cloudy day
   4. Sunny day
   5. Snowy day
. Sun puppets
   1. Use stuffed paper bag to construct a talking sun.
   2. Show rays as arms, etc.
   3. Some students may want to make clouds, stars, moon, etc. to complete the "show".
   4. Correlate with music activities.

II. Outside Resource and Community Activities
   A. Students could write letters to their congressmen and influential community members about conservative use of the sun's energy and stamp the letter and envelope with their sun design.
   B. Students should have experienced a certain type of day on the way to school. Correlate this with the feelings of the sun on such days.
   C. Field trip to beach or extremely open area to observe the sky and its changes (clouds, sun, etc.).

Resource and Reference Materials	Continued and Additional Suggest
Publications: "Sunbursts and papier-mâche", D. DeLa Rosa & D. D. Ebert, School Arts, p. 6-7, June '71. "Mask Making for Minors", B. G. Oettel. Sch. Arts, 68:24-25 N '68. "Paper Bag Figures", J. Heath, School Arts, p. 48, April '72. "Ecology or the eggshells go back to the chicken", T. Sezari, School Arts, 71:22-23, April '72. "Drawing with mixed media", M. B. Bowman, Schcol Arts, 71:14-15 N '71. "Mosaics in the 3rd Grade" Arts & Activities, 68:25-7, Sept. '70. "Mosaics: Tiles & Beans", Instructor, 79:93, June '70. "It just happened; clay modeling", Arts & Act., 69:22-4, March '71. Audio-Visual: "Environmental Awareness - Nature" I-C-E RMC Kit 16 "The Sun Symbol in Art" Bailey Films 6509 De Longpre Ave. Hollywood, Calif. 90028 "How to Make a Puppet", BAVI Community: Beach facilities	

tinued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-3

CONCEPT	1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.	Discipline Area Art Subject Dra Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: The student will illustrate the effect of light on a subject by tracing shadows. Affective: The student will become conscious of the effect of light on a subject. Skills to be Learned Working with large sheets of paper and charcoal Tracing Positive and negative space	I. Student-Centered in class activity A. Sun shadows 1. Go outside and collect sun shadows by tracing the shadows of bike wheels, trees, students, etc. on large sheets of newsprint. 2. After shadows have been traced, students can use the space divisions for a design.

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Discipline Area Art

Subject Drawing

Problem Orientation Sun Energy Grade 1-3

VES	SUGGESTED LEARNING EXPERIENCES	
will of	I. Student-Centered in class activity A. Sun shadows 1. Go outside and collect sun shadows by tracing the shadows of bike wheels, trees, students, etc. on large sheets of newsprint. 2. After shadows have been traced, students can use the space divisions for a design.	II. Outside Resource and Community Activities
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Resource and Reference Materials	Continued and Additional Su
Publications: "Positive view of negative space", S. Chanson, il. Arts & Activities, 64:23-25 N '68. "Psychedelic Posters", M. F. Bolger, School Arts, p. 40, Sept. '71.	
Audio-Visual:	
Community:	

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CONCEPT 1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

Discipline Area Art

Subject Dra

Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING	II.
Cognitive: The student will derive an abstract relation between himself and the sun by completing sentences about the sun. Affective: The student becomes sensitive to the sun-life relationship. Skills to be Learned Personification Sentence completion Drawing from imaginative ideas Pencil Crayon Oil pastels	I. Student-Centered in class activity A. Sun-Friend pictures 1. Students would be given the problem: "If the sun were my friend, I would...." 2. Students must complete the sentence and draw a picture illustrating his idea. 3. Examples: a. "If the sun were my friend, I would use him as a frisbee." b. "If the sun were my friend, I would put him on my feet to keep me warm."	

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Discipline Area Art

Subject Drawing

Problem Orientation Sun Energy Grade 1-3

ES	SUGGESTED LEARNING EXPERIENCES	
t t lf ing n. he ve	I. Student-Centered in class activity A. Sun-Friend pictures 1. Students would be given the problem: "If the sun were my friend, I would...." 2. Students must complete the sentence and draw a picture illustrating his idea. 3. Examples: a. "If the sun were my friend, I would use him as a frisbee." b. "If the sun were my friend, I would put him on my feet to keep me warm."	II. Outside Resource and Community Activities A. The activity listed under class activity would be well suited for an outside activity, too. Students can sit outside on a suuny day so they can feel the sun and perhaps gain ideas for completing their sentences and drawings.

Resource and Reference Materials	Continued and Additional Suggested Lea
Publications: "Drawing for Environmental Awareness", A. P. Taylor, il., School Arts, 68.12-13, March '69.	
Audio-Visual:	
Community:	

Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-3

CONCEPT 1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

Discipline Area Ar

Subject Dr

Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNI
Cognitive: The student will identify his physical relation with the sun by illustrating the sun's effect on the way he dresses. Affective: The student will perceive his physical relationship with the sun.	I. Student-Centered in class Activity A. The Seasons and I 1. Students will draw what they wear and look like in the winter, fall, spring and summer (as affected by the sun).
Skills to be Learned Drawing: Pencil Charcoal Oil pastels Crayons Markers or felt tips	

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Discipline Area Art

Subject Drawing

Problem Orientation Sun Energy Grade 1-3

S	SUGGESTED LEARNING EXPERIENCES	
ill	I. Student-Centered in class Activity A. The Seasons and I 1. Students will draw what they wear and look like in the winter, fall, spring and summer (as affected by the sun).	II. Outside Resource and Community Activities A. Take students outside and discuss how the sun feels on them or have students note this experience on their way to school.
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n.		

Resource and Reference Materials	Continued and Additional Suggested L
Publications: "Charcoal printing", M. S. Bolger, School Arts, 71:28-9 June '72.	
Audio-Visual: "Our Mr. Sun", Bell Telephone Series	
Community:	

Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-3

CONCEPT 1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.	Discipline Ar Subject Problem Orien
BEHAVIORAL OBJECTIVES	SUGGESTED
Cognitive: The students will derive a relationship between the sun and living things by illustrating their observations. Affective: The students will form a judgment as to the responsibility of the sun to living things.	I. Student-Centered in activity A. "What would it be without the sun?" 1. Students shoul plants that ha deprived of su and draw what expect the pla look like in a state. 2. Problem can be --view healthy and draw it as deprived plant
Skills to be Learned Drawing 1. Pencil 2. Crayon 3. Oil pastels 4. Charcoal Water colors or tempera can be used as an alternate	

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plant photosynthesis into

all living things can use for

rocesses.

Discipline Area Art

Subject Drawing

Problem Orientation Sun Energy Grade 1-3

OR/L OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
Thc students will lationship bctween living things by g their s. Thc students will gment as to the ity of the sun things.	I. Student-Centered in class activity A. "What would it be like without the sun?" 1. Students should view plants that have been deprived of sunlight and draw what they expect the plant would look like in a healthy state. 2. Problem can be reversed --view healthy plant and draw it as a deprived plant.	II. Outside Resource and Community Activities A. Students can bring in various forms of plant life or grow their own.
e Learned tels l s or tempera can an alternate		

Resource and Reference Materials	Continued and Additional Suggeste
Publications:	
Audio-Visual: Living plants	
Community: Can observe crops in the country that have been touched by a frost or dry season	

rials	Continued and Additional Suggested Learning Experiences
ntry	

CONCEPT	1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.	Discipline Area A Subject S Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEA
Cognitive: The student will devise a plan to create an object which reproduces the characteristics of the sun. Affective: The student will believe in the importance of the sun.	I. Student-Centered in class activity A. Sun Machine 1. Create a mini machine to replace the sun out of a shoe box and available materials. 2. If time is limited, this may be done as a two-dimensional project.
Skills to be Learned Integrating available materials eg. boxes in construction Painting (finished product)	

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Discipline Area Art

Subject Sculpture

Problem Orientation Sun Energy Grade 1-3

VES	SUGGESTED LEARNING EXPERIENCES	
c n n. t .	I. Student-Centered in class activity A. Sun Machine 1. Create a mini machine to replace the sun out of a shoe box and available materials. 2. If time is limited, this may be done as a two-dimensional project.	II. Outside Resource and Community Activities

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Resource and Reference Materials	Continued and Additional Sugg
Publications: "Invent a machine", M. A. Burke, Arts and Activities, p. 29 , Dec. '69 "Paper to amaze", M. Seehafer, Instructor, 81:73 April '72 "Recreating the Mediocre & The Discard", B. Stubbins, School Arts, 70:11, March '71 "Creative Use of Scrap Materials", R. G. Lervie, School Arts, 69:11 Feb. '70 Audio-Visual: "Our Mr. Sun", Bell Telephone Community:	

Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

Discipline Area Art

Subject Draw

Problem Orientation S

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: The student will relate the principle, "the whole is equal to the sum of its parts", to the sun. Affective: The student will comply with the principle, "the whole is equal to the sum of its parts". Skills to be Learned Proportional enlargement (through use of a grid) Drawing 1. Crayons 2. Oil pastels (Water colors can be substituted) Fitting pieces together (as a puzzle)	I. Student-Centered in class activity A. Mural 1. Find a stylized and detailed picture of the sun in a magazine. 2. Divide into sections so each student will have a number. a. Cut and distribute. Example: 1 2 3 4 5 6 7 8 9 10 11 12 3. Each student must enlarge his portion of the picture on a sheet of paper that is in direct proportion to his picture segment. 4. Each enlargement is then brought to a reserved space on the wall and all the pieces are fit together as a puzzle to resemble the first picture. RESULT: Large mosaic mural of the sun.

sun, the basic
y, is converted
synthesis into a
ngs can use for

Discipline Area Art

Subject Drawing

Problem Orientation Sun Energy Grade 1-3

IVES	SUGGESTED LEARNING EXPERIENCES	
will "the sum sun. will ple, the	I. Student-Centered in class activity A. Mural 1. Find a stylized and detailed picture of the sun in a magazine. 2. Divide into sections so each student will have a number. a. Cut and distribute. Example: 1 2 3 4 5 6 7 8 9 10 11 12 3. Each student must enlarge his portion of the picture on a sheet of paper that is in direct proportion to his picture segment. 4. Each enlargement is then brought to a reserved space on the wall and all the pieces are fit together as a puzzle to resemble the first picture. RESULT: Large mosaic mural of the sun.	II. Outside Resource and Community Activities
nt d)		
r		

Resource and Reference Materials	Continued and Additional Suggest
Publications: "Humanizing the school with Children's Art", Instructor, 79:55 May '70	
Audio-Visual:	
Community:	

Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT	2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.	Discipline Area Subject Problem Orienta

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNI
Cognitive: The student will learn to gather the necessary supplies which enable him to produce a painting and when questioned he will be able to say an ecosystem means "....." Affective: The student will appreciate the fact that ecosystem implies a mutual dependency of objects on one another. Skills to be Learned Mixing of paint Proper care of brush (cleansing, storage & use of it while painting) Blending colors to achieve new ones.	I. Student-Centered in clas activity. A. Discussion of art medi how various media are made usable by mixing with other elements or conjunction with other media...thereby offer the young student a mo practical and under- standable explanation what is meant by the "ecosystem". Examples: -tempra is useless as a pa without adding water to -water is useless as a col agent until the paint mix with it. -tempra and water mixed ar still useless without a surface to put it on (pap or an applicator - brush finger,stick, sponge, etc -species variation can be represented by variation color, thickness of paint type of applicator, etc. -colors combine to create ones

interact among	Discipline Area	Art
vironment,	Subject	Aesthetics
t called an	Problem Orientation	Duplicating Colors of Nature - Grade 1-3

	SUGGESTED LEARNING EXPERIENCES	
l ary to l	I. Student-Centered in class activity. A. Discussion of art media - how various media are made usable by mixing with other elements or in conjunction with other media...thereby offering the young student a more practical and understandable explanation of what is meant by the term "ecosystem". Examples: -tempra is useless as a paint without adding water to it. -water is useless as a coloring agent until the paint mixes with it. -tempra and water mixed are still useless without a surface to put it on (paper) or an applicator - brush, finger,stick, sponge, etc. -species variation can be represented by variation in color, thickness of paint, type of applicator, etc. -colors combine to create new ones	II. Outside Resource and Community Activities A. Visit a paint factory or hardware store to see how housepaint is mixed and colors achieved.

Resource and Reference Materials	Continued and Additional Sugges
Publications: Drawing with Mixed Media M.B.Bowman, Sch. Arts 71 : 14-15 N. 71 Color Combinations Made Exciting K.G.Kite, Arts & Activities p. 24-26. February, 1972. A Dictionary of Art Terms and Techniques Mayer, Ralph, Thomas Y Crowel Co. New York. 1969. Mixed Media Collage J. Comins, Sch.Arts 71: 10-11 N'71 Audio-Visual: "Why Man Creates" Brown County Library Community:	

Continued and Additional Suggested Learning Experiences

CONCEPT	2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.	Discipline Area Art Subject Cray Problem Orientation S E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING E
Cognitive: Students will depict a variety of sizes and species of fish and other underwater life including shells, seaweed, rocks or coral and the water itself. Affective: The student will display his understanding of the interdependence of underwater life by the objects he chooses to depict in his artwork.	I. Student-Centered in class activity A. Crayon resist water color (tempra) paintings depicting sea life ecosystems. B. A discussion would precede the activity, familiarizing the young students with the variety of underwater plant and animal growth and each one's dependence on the other.
Skills to be Learned Familiarization with the resist method of painting. Introduction to combining art media in a meaningful way (constructive). Ability to draw a variety of shapes to suggest a variety of plant and animal growth. Use and care of a paint brush.	

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environment,

unit called an

Discipline Area Art

Subject Crayon and Tempra Resist

Problem Orientation Sea Life Ecosystems Grade 1-3

	SUGGESTED LEARNING EXPERIENCES	
l s ed, will g of nder- s he s art-	I. Student-Centered in class activity A. Crayon resist water color (tempra) paintings depicting sea life eco-systems. B. A discussion would precede the activity, familiarizing the young students with the variety of underwater plant and animal growth and each one's dependence on the other.	II. Outside Resource and Community Activities A. Visit a local aquarium, tropical fish store or the home of a person having a tank of fish. B. Visit to a museum (such as the County Museum in Milwaukee) to view the dioramas of sea life.
e ng. ng ul ty of iety wth.		

Resource and Reference Materials	Continued and Add
Publications: Translucent Fish V.B. Knight il. Instr. 78:43 MY. 69. Drawing for Environmental Awareness A.P.Taylor il. Sch. Arts 68:12-13 MR. 69 Drawing with Mixed Media M.B.Bowman Sch. Arts 71: 14-15 N'71 Audio Visual: Slides or films of sea life Crayon Resist B.F.A. Available for rental from University of Wisconsin BAVI Community: Aquariums Museums Pet Stores	

	Continued and Additional Suggested Learning Experiences
ss	

CONCEPT	2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.	Discipline Area Art Subject Spatt Problem Orientation Li Fl

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING E	II.
Cognitive: Students, often being shown how to use the materials, will create a painting by using one or more dandelion plants as a "stencil" to block out the paint, as they spatter it. Affective: The students will become more familiar with a familiar plant through observation and use of it to create a pleasing design. Skills to be learned Technique of spatter painting -- toothbrush and finger, cardboard or comb, or window screen to help "spatter" the paint. Discussion of "stenciling" or positive and negative space can result from this activity.	I. Student-Centered in class activity A. Spatter painting of dandelions with a corresponding discussion of the ecosystem involved in plant life. B. Discussion: 1. Growth of seed, reproduction of seed, spreading of seed. 2. Man's dependency on plant life. 3. What man, in turn, does to facilitate or misuse plant life.	

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Discipline Area Art

Subject Spatter Painting

Problem Orientation Life of a Flower Grade 1-3,4-6

SUGGESTED LEARNING EXPERIENCES

udent-Centered in class
tivity

. Spatter painting of dandelions with a corresponding discussion of the ecosystem involved in plant life.

Discussion:

1. Growth of seed, reproduction of seed, spreading of seed.
2. Man's dependency on plant life.
3. What man, in turn, does to facilitate or misuse plant life.

II. Outside Resource and Community Activities

A. Dandelions (or other flowers) from nearby yard or garden.

B. A naturalist or conservationist more familiar with plant life than the teacher can be called in as a guest speaker to help with the discussion which goes along with the activity.

Resource and Reference Materials	Continued and Addi
Publications: When Paint is Free; Non-Brushing Technique, B. Wasserman il. Arts and Activities 65: 22-3 AP '69 Painting Zaidenberg, A. (practical instruction in various media) Audio-Visual: Photos "Cry of the Marsh" "The Zoo and You" "Environmental Awareness" Project I-C-E RMC Community:	

Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

3. Environmental factors are limiting on the numbers of organisms living within their influence, thus, each environment has a carrying capacity.

Discipline Area Art

Subject Drawi

Problem Orientation Ov

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: Student will be able to draw a crowd of people. Affective: Student will show awareness of over-population. Skills to be Learned Drawing (crayon)	I. Student-Centered in class activity A. Discuss elements of a crowd. 1. How many people make a crowd? 2. What form does a crowd usually take? a. a square? b. a circle? c. a straight line? 3. What kind of people make up a crowd? 4. How do artists show crowds in their pictures? B. Crayon drawing of a "circus crowd" or spectator sport crowd or parade crowd.

s are limiting

sms living

thus, each

ng capacity.

Discipline Area Art

Subject Drawing

Problem Orientation Over-population Grade 1-3

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
   A. Discuss elements of a crowd.
      1. How many people make a crowd?
      2. What form does a crowd usually take?
         a. a square?
         b. a circle?
         c. a straight line?
      3. What kind of people make up a crowd?
      4. How do artists show crowds in their pictures?
   B. Crayon drawing of a "circus crowd" or spectator sport crowd or parade crowd.

II. Outside Resource and Community Activities
   A. Field trip to a spectator activity.

Resource and Reference Materials	Continued and Additional Sugg
Publications: This Is My Crowd W. S. Lifschitz il. Arts and Activities 63: 16-18 JE '68	
Audio-Visual: Design In Movement (film) Public Library	
Community:	

tinued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT	3. Environmental factors are limiting on the numbers of organisms living within their influence, thus, each environment has a carrying capacity.	Discipline Area A Subject D Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARN
Cognitive: Student shall be able to illustrate a crowd by spattering paint and circling dots on paper. Affective: Student shows awareness of over-population. Skills to be Learned Splash painting Drawing	I. Student-Centered in class activity A. Splash paint. 1. Splash some paint on sheet of paper. 2. Draw a person's head for each dot of paint If spatters or dots are relatively close together, a crowd is created.

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living

s, each

capacity.

Discipline Area Art

Subject Drawing - Splash Painting

Problem Orientation Over-population. Grade 1-3

le	SUGGESTED LEARNING EXPERIENCES	
	I. Student-Centered in class activity A. Splash paint. 1. Splash some paint on a sheet of paper. 2. Draw a person's head for each dot of paint. If spatters or dots are relatively close together, a crowd is created.	II. Outside Resource and Community Activities A. Children could view a number of group activities on the playground, in an assembly, in a store, church, at a parade .... to visually understand dynamics of a crowd.
r-		

Resource and Reference Materials	Continued and Additional Sugg
Publications: Aesthetic Education For What? Helen Diemert (art in relation to overcrowdedness) Sch. Art April '72, p. 37 This Is My Crowd W. S. Lifschitz il. Arts and Activities 63: 16-18 De '68 When Paint is Free; Non-Brush Painting Techniques. B. Wasserman il. Arts and Activities 65: 22-3 Al '69 Audio-Visual: Solving the Problems of Over-Population, The Effects of Over-Population, The Population Explosion (poster series) Project I-C-E RMC (190 Ki 3&4) What is a Painting A World Is Born Project I-C-E RMC (Film 220) Community:	

and Additional Suggested Learning Experiences

CONCEPT	3. Environmental factors are limiting on the numbers of organisms living within their influence, thus, each environment has a carrying capacity	Discipline Area Subject Problem Orientat

BEHAVIORAL OBJECTIVES	SUGGESTED L
Cognitive: Students will be able to illustrate over-population by making felt and burlap appliques. Affective: Students will show awareness of over-population Skills to be Learned Cutting and glueing Design	I. Student-Centered in class activity A. "The City and It's Overcrowding" 1. Make a felt and burlap applique (using glue) to crea a scene depicting th preceding statement. 2. This could be a grou or individual projec

s are limiting

sms living

thus, each

ng capacity

Discipline Area Art

Subject Felt and burlap applique

Problem Orientation Over-population Grade 1-3

SUGGESTED LEARNING EXPERIENCES	
I. Student-Centered in class activity A. "The City and It's Overcrowding" 1. Make a felt and burlap applique (using glue) to create a scene depicting the preceding statement. 2. This could be a group or individual project.	II. Outside Resource and Community Activities A. Observe and discuss overcrowded conditions in your city.

Resource and Reference Materials	Continued and Additional
Publications: The Modern City Planning in the 19th Century - Cloay, Francois The Modern City Planning in the 20th Century - Collins, George R. The Image of the City - Lynch, Kevin M.I.T., Cambridge Mass. paperback, 1960 Design of Cities - Bacon, Edmund N. The Viking Press, Inc., N.Y. 1967 Too Many People? Project I-C-E 190 Ki Aesthetic Education for What? Helen Diermert, Sch. Arts, April '72 p.37 Environment: Children Explore Their School, Their Community, Their Values. C. E. Knapp, Instructor, p. 62-64 Jan.'62 & Feb. '72. From the Scrap Box, H. Ferry, Instructor 80:44 F '71 Get Acquainted College, B. Riebman Arts and Activities 69:17 Ap '71 Audio-Visual: Film 210 Project I-C-E RMC Natures Half Acre - 33 minute color 16 mm. Community:	

	Continued and Additional Suggested Learning Experiences
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ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT: C 4. An adequate supply of pure water is essential for life.

Discipline Area: Art

Subject: Watercolor pai

Problem Orientation: Pure water

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
Cognitive: Students will be able to draw conclusions as to the effects of pollution on clean water. Affective: Students will show awareness of the effects of pollution on clean water. Skills to be Learned Water color painting	I. Student-Centered in class activity A. What happens to nice clean rain? 1. Students could do a water color painting of a rainy day. 2. They should continue to paint without changing water in which they rinse their brush. 3. Water pollution could be associated with the dirty water of the water color container.	II. Outside Reso Community Acti A. Students s of water. B. Students s pollution explain ho

e _____ Discipline Area Art

_____ Subject Watercolor painting

_____ Problem Orientation Pure water Grade K-3

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SUGGESTED LEARNING EXPERIENCES

dent-Centered in class
vity
hat happens to nice clean
ain?
. Students could do a water color painting of a rainy day.
. They should continue to paint without changing water in which they rinse their brush.
. Water pollution could be associated with the dirty water of the water color container.

II. Outside Resource and Community Activities
A. Students should observe a body of water.
B. Students should discuss pollution of water and try to explain how it got there.

Resource and Reference Materials	Continued and Additiona
Publications:	
Audio-Visual: "What Is a Painting?", color, 22 min.	
Community:	

rials	Continued and Additional Suggested Learning Experiences

CONCEPT: 4. An adequate supply of pure water is essential for life.

Discipline Area: A

Subject: L

Problem Orientatio

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNI	II
Cognitive: Students will be able to predict the consequences of the depletion of our water supply. Affective: Student will show awareness of our limited water supply. Skills to be Learned Observation Drawing or painting Illustration of imaginative ideas	I. Student-Centered in class activity A. What would the ocean bed look like without water? 1. Students should draw their ideas. 2. Would it be cracked? 3. Would there be any plants or animals? 4. How would these look?	

f pure

life.

Discipline Area Art

Subject Life without water

Problem Orientation Pure water Grade K-3

SUGGESTED LEARNING EXPERIENCES

. Student-Centered in class activity

A. What would the ocean bed look like without water?
   1. Students should draw their ideas.
   2. Would it be cracked?
   3. Would there be any plants or animals?
   4. How would these look?

II. Outside Resource and Community Activities

A. Students could discover dried river beds. Apply this knowledge to project.

Resource and Reference Materials	Continued and Additional
Publications: "Drawing with Mixed Media," G.B. Bowman, School Arts, 71:14-15 N '71 Audio-Visual: "Life Along the Waterways," color, 11 min., BAVI "Life in a Drop of Water," BAVI "Seashore Life," BAVI "Seashore," BAVI "Water: A First Film" BAVI Community:	

s	Continued and Additional Suggested Learning Experiences
71	
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CONCEPT: 4. Ar adequate supply of pure water is essential for life.

Discipline Area: Art

Subject: Rain Trav

Problem Orientation: Pure w

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPER	
Cognitive: Student will be able to illustrate ideas through drawing or painting. Affective: Students will become conscious of where water comes from and travels to.	I. Student-Centered in class activity A. Rain trails 1. Children should draw trails or travels of a raindrop. Could be done with: Charcoal Sketches Crayons Water colors	II. Outside Communit A. List "I de Ex. W 1. I 2. I 3. Je
Skills to be Learned Drawing techniques or Charcoal Sketches Crayons Water color		

supply of pure

tial for life.

Discipline Area Art

Subject Rain Travel

Problem Orientation Pure water Grade K-3

IVES	SUGGESTED LEARNING EXPERIENCES	
will te ng us s .	I. Student-Centered in class activity A. Rain trails 1. Children should draw trails or travels of a raindrop. Could be done with: Charcoal Sketches Crayons Water colors	II. Outside Resource and Community Activities A. List a number of things that "I depend on for water." Ex. Without water 1. I couldn't skate on grass 2. I couldn't swim 3. Jello wouldn't be around
d		

Resource and Reference Materials	Continued and Additional Sug
Publications: "Drawing With Mixed Media," G.B. Bowman, School Arts, 71:14-15 N '71	
Audio-Visual: "Water," BAVI	
Community:	

tinued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.

Discipline Area Art

Subject Air pollutio

Problem Orientation Clean ai

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENC	
Cognitive: The student will be able to recognize the characteristics of polluted air. Affective: The student shows awareness of polluted air.	I. Student-Centered in class activity A. Construct an air pollution bug from boxes, tubes and various materials covering it with art tape or tempra. Discuss what kind of creature is destroying our clean air.	II. Outside Re Community A A. Collect various bugs. B. Students outside should b parts of transfer project pollutio
Skills to be Learned Construction Cut Paste		

of clean air is
t organisms
ough respiration,
in their food.

Discipline Area Art

Subject Air pollution bug

Problem Orientation Clean air Grade 1-3

SUGGESTED LEARNING EXPERIENCES	
I. Student-Centered in class activity A. Construct an air pollution bug from boxes, tubes and various materials covering it with art tape or tempra. Discuss what kind of creature is destroying our clean air.	II. Outside Resource and Community Activities A. Collect boxes and tubes of various sizes for pollution bugs. B. Students could spend some time outside studying bugs. They should become aware of the many parts of a bug, that they may transfer this knowledge to the project and make a better air pollution bug.

Resource and Reference Materials	Continued and Additiona
Publications: "Carton Creatures," H. Weller, Arts and Activities, p. 16-18, Jan. '72 "Carve a Box! Exploration Into Space and Form," L. Olson, Arts and Activities, p. 24-27, Dec. '71 "Paper Mache Bowls & Boxes," S. Grasezow, School Arts, 71:26, March '72 "Recreating the Mediocre and the Discard," B. Stubbins, School Arts, 70:11, March '71 "From the Scrap Box," H. Ferry, Instructor, 80:44, Feb. '71 "From Classroom Grocery Store to Imaginary Zoo," S.B. Stevens, il. School Arts, 70:8, Sept. '70 Audio-Visual: Community:	

	Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.

Discipline Area Art

Subject Air spatt

Problem Orientation Clea

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERI	
Cognitive: The student will be able to translate his knowledge into a visual statement on pollution. Affective: The student becomes sensitive to air pollution.	I. Student-Centered in class activity A. Discuss what things the wind blows from place to place; litter, leaves, seeds, etc. 1. Do a spatter painting 2. Collect magazine pictures of the things the wind blows. Use these for a collage over spatter painting.	II. Outside Communit A. Stude pictu used colla B. Stude colle from thing of ma colla
Skills to be Learned Painting Collecting pictures Cut Paste Discussion Awareness		

e supply of clean air is

ause most organisms

gen, through respiration,

e energy in their food.

Discipline Area Art

Subject Air spatter painting

Problem Orientation Clean air Grade 1-3

TIVES	SUGGESTED LEARNING EXPERIENCES	
udent rans- e into t on udent to	I. Student-Centered in class activity A. Discuss what things the wind blows from place to place; litter, leaves, seeds, etc. 1. Do a spatter painting 2. Collect magazine pictures of the things the wind blows. Use these for a collage over spatter painting.	II. Outside Resource and Community Activities A. Student could collect magazine pictures and lettering to be used in clean air posters and collages. B. Students could also actually collect things that air blows from place to place. (These things could be used in place of magazine pictures in a collage).
ned es		

Resource and Reference Materials	Continued and Additional Suggest
Publications: Painting, Zaidenberg - A. "Mixed Media Collage," J. Comins, School Arts, 71:10-11 N '71 "Collage and Color," D. Waldman, Art News, 70:44-7 D '71	
Audio-Visual:	
Community:	

ontinued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT	5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.	Discipline Area Ar Subject Ai Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING	II. Ou Con
Cognitive: Student will be able to translate his knowledge into a visual statement on pollution. Affective: The student becomes sensitive to air pollution.	I. Student-Centered in class activity A. Create a poster to communicate why we need clean air, use all cut or torn letters, substitute magazine pictures for some letters or words. B. Create a group poster project having each child design one three foot letter of the clean air slogan. The letter could depict elements of air pollution with various media - alternate: letters may contain collage or montage material. Materials - sketches, markers, cut paper. C. Discuss what type of air would be suitable for kite flying. Make kites that could actually be flown. Kite design would depict air pollution, super heroes or villians.	A. B.
Skills to be Learned Cut Paste Collecting pictures Drawing Discussion Awareness		

pply of clean air is	Discipline Area	Art
most organisms	Subject	Air pollution posters and kite
through respiration,	Problem Orientation	Clean air Grade 1-3
ergy in their food.		

ES	SUGGESTED LEARNING EXPERIENCES	
ill	I. Student-Centered in class activity A. Create a poster to communicate why we need clean air, use all cut or torn letters, substitute magazine pictures for some letters or words. B. Create a group poster project having each child design one three foot letter of the clean air slogan. The letter could depict elements of air pollution with various media - alternate: letters may contain collage or montage material. Materials - sketches, markers, cut paper. C. Discuss what type of air would be suitable for kite flying. Make kites that could actually be flown. Kite design would depict air pollution, super heroes or villians.	II. Outside Resource and Community Activities A. Collect magazine pictures and lettering to be used in clean air posters and collages. B. If there is an open field available near your school, have students fly their kites.
nt		

Resource and Reference Materials	Continued and Additional S
Publications: "S.I.T.E. A Suggested Answer to the Pollution in Art Teacher Development," A.W. Beck, il School Arts, 71:36-7, Sept. '71 American Iron & Steel Institute, In Quest of Cleaner Air & Water, I-C-E RMC "Two Sticker Kites," D. Richter, Arts & Activities, p. 18-20, Apr. '72 "Psychedelic Posters," M.F. Bolger, School Arts, p. 40, Sept. '71 Brinkley, John, Lettering Today, Reinhold Pub. Co., New York and London, 1951 "Collage and Color," Kelly D. Waldman, bibliography Art News, 70:44-7, D '71 "Making it in 3-D," E. Stein, School Arts, 71:10-13, O '71 "Mixed Media Collage," J. Comins, School Arts, 71:10-11 N '71 Audio-Visual: SG 1 Smog-The Air Pollution Game, I-C-E RMC The Alphabet in Art, BAVI Community:	

rials	Continued and Additional Suggested Learning Experiences
to the elopment," 1:36-7, ute, In , I-C-E ter, Apr. '72 Bolger, 1 day, and . Waldman, -7, D '71 , School mins, Game,	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.

Discipline Area Art

Subject Air pol

Problem Orientation Clea

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPER	
Cognitive: Student will be able to draw conclusions as to the effects of air pollution. Affective: The student determines the implications of polluted air.	I. Student-Centered in class activity A. Paint an outdoor scene 1. Discuss what would happen to it if the air became polluted. 2. Overlay a piece of gray tissue paper to create this polluted air effect. 3. Discuss what effect this has on the colors and details in the painting.	II. Outsid Communi A. Take sket
Skills to be Learned Painting Discussion Observations		

y of clean air is

st organisms

rough respiration,

y in their food.

Discipline Area Art

Subject Air pollution painting

Problem Orientation Clean air Grade 1-3

SUGGESTED LEARNING EXPERIENCES	
I. Student-Centered in class activity A. Paint an outdoor scene 1. Discuss what would happen to it if the air became polluted. 2. Overlay a piece of gray tissue paper to create this polluted air effect. 3. Discuss what effect this has on the colors and details in the painting.	II. Outside Resource and Community Activities A. Take students outdoors to do sketches for their painting.

Resource and Reference Materials	Continued and Additional
Publications: Painting, Zaidenberg - A. Mayer, Ralph, The Artist's Handbook of Materials and Techniques, 3rd ed., Viking Press, New York, 1970 Audio-Visual: Community:	

rials	Continued and Additional Suggested Learning Experiences
andbook 3rd ed.,	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.

Discipline Area Ar

Subject Sc

Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: The student will be able to construct a sculpture using natural materials. Affective: The student will be able to recognize sculptures made by nature e.g. trees, snowdrifts, mountains, etc.	I. Student-Centered in class activity A. Birch Bark Sculpture 1. Wind blows birch bark off trees. 2. Collect an adequate supply. 3. Show film on perception from Argus Communications (see back) 4. Point out the fantastic shapes the curled bark makes. 5. Have student examine the pieces of bark combining two or more into their own fantastic sculpture using glue and/or staples to join them together.
Skills to be Learned Simple gluing and stapling techniques	

II. O
Co
A.

not equally Discipline Area Art

th or over Subject Sculpture (scrap wood or metal)

Resource

he geographic Problem Orientation Distribution Grade K-3

life.

SUGGESTED LEARNING EXPERIENCES

Student-Centered in class
ctivity

. Birch Bark Sculpture

1. Wind blows birch bark off trees.
2. Collect an adequate supply.
3. Show film on perception from Argus Communications (see back)
4. Point out the fantastic shapes the curled bark makes.
5. Have student examine the pieces of bark combining two or more into their own fantastic sculpture using glue and/or staples to join them together.

II Outside Resource and Community Activities

A. An excursion to the woods to collect necessary materials.
   Lumberyard
   Sawmill wastes

Resource and Reference Materials	Continued and Additi
Publications: "Fantasies Curled From Birch Bark," Arts and Activities, Jun. '65 "Children's Sculpture," J. W. Burgner, School Arts, 71:42-4, O '71 "Beach Stone Sculpture," School Arts, Feb., '71 "Creating A Construction or Assemblage," School Arts, Oct. '71 "Wood Sculpture in the Elementary School," School Arts, Feb. '72 "Dried Grass, Nuts, Leaves, Pods, Fern and Teasels," (Nature Projects), The Instructor, Aug/Sept '69 Audio-Visual: Understanding Modern Sculpture I and II, Educational Dimensions Corp. Perception (Argus Communications) "Using Community Resources" Film 240, I-C-E RMC Community:	

ials	Continued and Additional Suggested Learning Experiences
Bark," Burgner, ol Arts, ssemblage," tary 2 ods, ojects), I and p. ns) lm 240,	

CONCEPT	6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.	Discipline Area: A Subject: A Problem Orientation:

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: The student will be able to identify how nature has served as an inspiration for man's artifacts, in realistic, decorative or abstract styles, through the very nature of this project, as well as teacher emphasis of the concept. Affective: The Student will appreciate design in nature.	I. Student-Centered in class activity A. Discuss where leaf designs are seen other than in nature? 1. textiles (fabric print 2. wallpaper 3. ceramic designs B. Process: 1. wedge clay 2. roll out 1/4 to 3/8" thick 3. press leaf into clay t gain leaf texture 4. trim away excess clay 5. bend edges and stem, i desired 6. pierce hole through st to hang leaf upon comp tion 7. let dry 8. bisque fire 9. add glaze, fire again
Skills to be Learned Properties of clay. Basic hand methods of working with clay.	

ces are not equally	Discipline Area	Art	
he earth or over	Subject	A ceramic leaf	
ffect the geographic	Problem Orientation	Resource distribution	Grade K-3
lity of life.			

VES	SUGGESTED LEARNING EXPERIENCES	
t will be ature has on for alistic, styles, e of as e con- t will ature.	I. Student-Centered in class activity A. Discuss where leaf designs are seen other than in nature? 1. textiles (fabric prints) 2. wallpaper 3. ceramic designs B. Process: 1. wedge clay 2. roll out 1/4 to 3/8" thick 3. press leaf into clay to gain leaf texture 4. trim away excess clay 5. bend edges and stem, if desired 6. pierce hole through stem to hang leaf upon completion 7. let dry 8. bisque fire 9. add glaze, fire again	II. Outside Resource and Community Activities A. Gather leaves outside

Resource and Reference Materials	Continued and Additional Su
Publications: A Ceramic Leaf, Today's Art (School Edition), Vol. 17 #12 Clay is Fur, R. G. Yoder, School Arts Ecological Ceramics, C. Heiple, Arts and Activities 69:29-31 March '71 Ceramics for Beginners, Arts and Activities, June '67 Clay in the Curriculum, Arts and Activities, March '70 Sand Casting for 6 Year Olds Arts and Activities, Feb. '72 Ecological Ceramics, Arts and Activities, March '71 Clay Mushrooms, Arts and Activities, March '71 Audio-Visual: Creating With Clay, BAVI Community:	

ontinued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.

Discipline Area Art

Subject Wood

Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNIN
Cognitive: The student will be able to create a visually stimulating print using scrap wood. Affective: The student will become aware of where nature designs are used in our everyday lives. Skills to be Learned Basic relief Print techniques	I. Student-Centered in class activity A. Wood scrap printing 1. Following basic relief print procedures-ink wood scraps and begin making prints. 2. Use combinations of shapes. (Stress shapes, colors, texture, and overlapping of designs.)

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conditions

Discipline Area Art

Subject Wood (Block Printing)

Problem Orientation Resource Distribution Grade K-3

SUGGESTED LEARNING EXPERIENCES	
I. Student-Centered in class activity A. Wood scrap printing 1. Following basic relief print procedures-ink wood scraps and begin making prints. 2. Use combinations of shapes. (Stress shapes, colors, texture, and overlapping of designs.)	II. Outside Resource and Community Activities A. Collect wood scraps, plywood, planks, scraps of all shapes, dowels, branches, driftwood, new, used or weatherbeaten. B. Have an I.A. teacher come in and show and discuss the beauty and grains of different types of wood.

Resource and Reference Materials	Continued and Additional Sugg
Publications: Woodcut, Harry Sternberg Pitman Publishing Co. Prints Without Cutting, School Arts Dec. 70 Printmaking, Dona Z. Meilach Pitman Publishing Co. Prints From Linoleum and Woodcuts, Manly Banister Sterling Pub. Co. N.Y. Just Ink and Print with Fruit or Vegetable, Sunset 147-152 N'71 (Con't) Audio-Visual: Film strips: The Relief Print parts 1,2,3 Visual Aids Studio 1909 Ave. 2 Huntsville, Texas The Art of Seeing (space) Warren Schloat Pro. Inc. Community: Lumber Company	(Publications Con't) Linoleum block prints, Redu Cardboard relief prints, Art Relief prints using found ma Relief prints with soap, Arts Print your street, Arts and A

Sugg	ials	Continued and Additional Suggested Learning Experiences
edu Art ma rts d A		(Publications Con't) Linoleum block prints , Reduction prints, Cardboard relief prints, Arts and Act. Nov. 63 Relief prints using found materials Relief prints with soap,Arts and Act. Nov. 71 Print your street,Arts and Act. Oct. 70

CONCEPT	6. Natural resources are not equally distributed over the earth or over time and greatly affect the geography conditions and quality of life.	Discipline Area Art Subject Cra Problem Orientation D

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING E	
Cognitive: The student will compose a picture utilizing the rub textures he has obtained Affective: The student will become more aware of textures and different aspects of nature by working in direct contact with them. Skills to be Learned The use of the simple rubbing technique to duplicate complex texture.	I. Student-Centered in class activity A. Texture rubbings 1. Make a variety of crayon rubbing from nature (one might also include other interesting textures). 2. Using rubbings cut out suggested shapes (e.g. tree texture, a tree cross hatch texture, body of a fish, rough stipple texture, a snake, etc.) 3. Glue these shapes to a background piece of paper to create a picture. B. Develop a design consisting of six or seven related shapes. C. Create textured patterns by using various combinations of pen strokes. (crosshatching, stippling, variations and combinations)	II. Ou Com

rces are not equally	Discipline Area	Art
the earth or over	Subject	Crayon Rubbings (texture)
affect the geography	Problem Orientation	Resource Distribution Grade K-3
uality of life.		

VES	SUGGESTED LEARNING EXPERIENCES	
nt re ined nt re of	I. Student-Centered in class activity A. Texture rubbings 1. Make a variety of crayon rubbing from nature (one might also include other interesting textures). 2. Using rubbings, cut out suggested shapes (e.g. tree texture, a tree cross hatch texture, body of a fish, rough stipple texture, a snake, etc.) 3. Glue these shapes to a background piece of paper to create a picture. B. Develop a design consisting of six or seven related shapes. C. Create textured patterns by using various combinations of pen strokes. (crosshatching, stippling, variations and combinations)	II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Sug
Publications: That's a Rub Arts and Act, Janitz Audio-Visual: The Art of Seeing (Texture) from Warren Scholoot Pro. Inc. "Environmental Awareness-Texture," (KT 16) I-C-E RMC Discovering Texture, BAVI Community:	

ls	Continued and Additional Suggested Learning Experiences
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ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density.

Discipline Area Art

Subject Dra

Problem Orientation I p

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNIN
Cognitive: The students will recognize the characteristics of a snow vehicle and illustrate these in their work. Affective: The student should be aware of the good & bad effects of the snowmobile. Skills to be Learned Discussion Drawing Painting Awareness	I. Student-Centered in class activity A. Snowmobiles are a new form of transportation and recreation and necessitates changes in land use. Kids love drawing & painting snowmobiles in their pictures so plan a lesson based on snow-mobiles. First discuss the good and bad aspects of snowmobiles. B. Have students draw or paint pictures of snow-mobiles.

itating

conditions, Discipline Area Art

creased Subject Drawing & Painting

influence Problem Orientation Land Use Trans- Grade K-3
d centers portation

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
   A. Snowmobiles are a new form of transportation and recreation and necessitates changes in land use. Kids love drawing & painting snowmobiles in their pictures so plan a lesson based on snowmobiles. First discuss the good and bad aspects of snowmobiles.
   B. Have students draw or paint pictures of snowmobiles.

II. Outside Resource and Community Activities
   A. Observe snowmobiles being used.

Resource and Reference Materials	Continued and Additional Suggested
Publications: Audio-Visual: Posters & manuals from present manufacturers. Community:	

inued and Additional Suggested Learning Experiences

Esea Title III - 59-70-0135-2 Project I-C-E

CONCEPT

7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density.

Discipline Area

Subject

Problem Orientat

BEHAVIORAL OBJECTIVES	SUGGESTED LE
Cognitive: The student recognizes and illustrates characteristics of highway designs & sees that they are planned for specific reasons. Affective: The student learns to appreciate designs as art.	I. Student-Centered in class activity A. Create a simple collag by gluing yarn or stri onto paper or tagboard in design representati of highway patterns se on maps, films, or out side on field trips.
Skills to be Learned Gluing yarn or string Observation	

facilitating

nomic conditions,

and increased

great influence
use and centers
ty.

Discipline Area Art

Subject Collage

Problem Orientation Transportation Grade K-3

TIVES	SUGGESTED LEARNING EXPERIENCES	
nt rates gh- at nt	I. Student-Centered in class activity A. Create a simple collage by gluing yarn or string onto paper or tagboard in design representative of highway patterns seen on maps, films, or outside on field trips.	II. Outside Resource and Community Activities A. Field trip to area with highway, preferably one with turn-off, interchanges, or clover-leaf. B. Have class bring in highway maps and observe patterns.

Resource and Reference Materials	Continued and Additional Suggested
Publications:	
Audio-Visual: Highway Maps	
Community:	

Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density.

Discipline Area

Subject

Problem Orientatio

BEHAVIORAL OBJECTIVES	SUGGESTED LEA
Cognitive: The student determines implications of a particular happening or situation on his environment and devises a plan for adjustment. Affective: The student is alert to effects of various conditions on a neighborhood.	I. Student-Centered in class activity A. The class can create a miniature model neighbor hood on a table top or in a sandbox using a variety of media: clay animals, toy cars, boats, box houses, pipe cleaner fences. B. A "what if" possibility is given & the students are required to make the necessary changes in their model neighborhood Example: 1. What if a proposed hi way is planned to go right through the nei borhood? 2. What if there was a sudden influx of peop into the area?
Skills to be Learned Construction of various elements within city. Observation.	

h as facilitating

economic conditions, Discipline Area Art

th, and increased Subject Sculpture

ve a great influence Problem Orientation Land Use Grade K-3
and use and centers
ensity.

JECTIVES	SUGGESTED LEARNING EXPERIENCES	
udent tions ppening s vises ent. udent s of on	I. Student-Centered in class activity A. The class can create a miniature model neighborhood on a table top or in a sandbox using a variety of media: clay animals, toy cars, boats, box houses, pipe cleaner fences, B. A "what if" possibility is given & the students are required to make the necessary changes in their model neighborhood. Example: 1. What if a proposed highway is planned to go right through the neighborhood? 2. What if there was a sudden influx of people into the area?	II. Outside Resource and Community Activities A. Field trip to see what things can be included in a model neighborhood. Perhaps continued trips to aid "what if" solution.
ed rious ty.		

Resource and Reference Materials	Continued and Additional
Publications: A Study in Environment, Leano Nalle School Arts April 72 (building mini landscapes) Cardboard City, Mixed Media RR. Guthrie School Arts 68:32-B S 68 Our Man Made Environment, Bk. 7 120-0-C4 I-C-E RMC Audio-Visual: Creating With Clay B.F.A. BAVI Community:	

ls	Continued and Additional Suggested Learning Experiences
B	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.

Discipline Area Art

Subject Env

Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNIN
Cognitive: Through the project the student will draw conclusions in terms of his environment. Affective: The student becomes more sensitive to his environment. Skills to be Learned Basic sculpture techniques.	I. Student-Centered in class activity A. Go outside and collect materials you find in your environment such as woodscraps, cans, objects from a junk yard, rocks, leaves, etc. B. Create a sculpture from them. (Refer to Warren Scholat. Understanding Sculpture I and II or if not available resources on back). Have each piece of art show one of the following: (Student choice) 1. How ugly your environment is. 2. How beautiful your environment is. 3. How it makes you feel. 4. The joy or sadness of it. 5. How time changes your environment.

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determine

and

nvironment.

Discipline Area Art

Subject Environmental Sculpture

Problem Orientation Land Use Grade K-3

	SUGGESTED LEARNING EXPERIENCES	
	I. Student-Centered in class activity A. Go outside and collect materials you find in your environment such as woodscraps, cans, objects from a junk yard, rocks, leaves, etc. B. Create a sculpture from them. (Refer to Warren Scholat. Understanding Sculpture I and II or if not available resources on back). Have each piece of art show one of the following: (Student choice) 1. How ugly your environment is. 2. How beautiful your environment is. 3. How it makes you feel. 4. The joy or sadness of it. 5. How time changes your environment.	II. Outside Resource and Community Activities A. The student materials may be obtained at the following: (these are suggestions only) 1. Beach 2. Woods 3. Junk yard 4. Junk from home 5. Saw mill or lumber yard 6. Anywhere the student may find them.

Resource and Reference Materials Continued and Additional Sugg

Publications:
Creative Uses of Scrap Materials,
R. G. Lewie School Arts 69:11 F'70
Childrens Sculpture, J. W. Burgner
School Arts 71:42-4 O'71

Audio-Visual:
Introduction to Sculpture
Methods B.F.A. BAVI

Community:

tinued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.

Discipline Area Art

Subject Torn

Problem Orientation C

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: The student interprets data relative to a environmental commercial into a torn paper mural. Affective: The student shows awareness of environmental commericals. Skills to be Learned Torn paper skills Mural composition	I. Student-Centered in class activity Torn paper mural A. Students should tear out all portions of their murals. No scissors or knives may be used. B. The subject matter of the mural may be a commercial. Many of the commercials such as the "Susy Spotless" commercial that have an environmental base would be possible subjects for the mural. C. All torn parts may then be placed on a large bulletin board or on the wall in the hallway.

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ne Discipline Area Art

titudes Subject Torn Paper Mural Depicting

Problem Orientation Commercials Grade K-3

SUGGESTED LEARNING EXPERIENCES

Student-Centered in class activity

Torn paper mural

A. Students should tear out all portions of their murals. No scissors or knives may be used.

B. The subject matter of the mural may be a commercial. Many of the commercials such as the "Susy Spotless" commercial that have an environmental base would be possible subjects for the mural.

C. All torn parts may then be placed on a large bulletin board or on the wall in the hallway.

II. Outside Resource and Community Activities

A. Students should be asked to be aware of environmental commercials and watch for them as they watch TV.

Resource and Reference Materials	Continued and Additiona
Publications: "Humanizing the school with children's art", Lewis and Clark school, St. Louis, V. T. Mealy Instr. 79:55 May '70 "In the courtyard with an art student: Little Boys, big boxes", E. Deutsch, Arts & Activities, 69:40-1 Feb. '71 "School Mural", N. K. Rockwell, School Arts, 69:16-17 Feb. '70 "Textured Mural", L. Olson, Grade Teacher, 89:82-3 Feb. '72 "Winter Sports Festival: paper tearing activity", M. M. Miner Instr. 80-48 F '71 Audio-Visual: Torn Paper, BAVI Community:	

ls	Continued and Additional Suggested Learning Experiences
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CONCEPT

9. Man has the ability to manage, manipulate, and change his environment.

Discipline Area

Subject

Problem Orientati
piration

BEHAVIORAL OBJECTIVES	SUGGESTED LEA
Cognitive: The student translates a design of nature into a textile design. Affective: Actively participates in creating a textile design. Skills to be Learned Basic relief printing techniques. Rhythm in design	I. Student-Centered in class activity A. Many patterns that occur in nature, man adapts to his life in sculptural forms, color usage, and textile desi To see how this is done we will use a potato print. B. Armed with drawing pape and pencils, go outside and sketch interesting patterns that occur in nature. eg. Floral design, leaves, texture mushroom, branches, etc C. Back in the classroom c the design you like bes D. Cut a potato in half a onto the exposed part o your potato draw your d E. Cut around your design so it is in relief. F. Paint relief surface an print on a sheet of pap G. Continue repeating desi (Con't)

aage,

Discipline Area Art.

Subject Overall Environment Design

Problem Orientation Nature As An Ins- piration for Overall Design Grade 1-3

SUGGESTED LEARNING EXPERIENCES

Student-Centered in class activity

A. Many patterns that occur in nature, man adapts to his life in sculptural forms, color usage, and textile designs. To see how this is done we will use a potato print.

B. Armed with drawing paper and pencils, go outside and sketch interesting patterns that occur in nature. eg. Floral design, leaves, textures, mushroom, branches, etc.

C. Back in the classroom choose the design you like best.

D. Cut a potato in half and onto the exposed part of your potato draw your design.

E. Cut around your design so it is in relief.

F. Paint relief surface and print on a sheet of paper

G. Continue repeating design (Con't)

II. Outside Resource and Community Activities

A. Get a wallpaper sample book to show overall patterns and designs utilized from nature.

Resource and Reference Materials	Continued and Additional Suggested Le
Publications:	(Con't from I. G.) so you have an overall pattern such design. Note: Color of design may be kept t printed in different colors.
Audio-Visual: how to Make Potato Prints, B.F.A. Available for rental from BAVI	
Community:	

ials	Continued and Additional Suggested Learning Experiences
	(Con't from I. G.) so you have an overall pattern such as a textile design. Note: Color of design may be kept the same or printed in different colors.
.F.A.	

ESEA Title III -59-70-0135-2 Project I-C-E

CONCEPT 9. Man has the ability to manage, manipulate, and change his environment.

Discipline Area Art

Subject Constructi

Problem Orientation Urban En

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPER	
Cognitive: The student recognizes the characteristics of the structure of the city. Affective: The student becomes conscious of the make-up of a city. Skills to be Learned Construction Cutting Pasting	I. Student-Centered in class activity A. Make a city 1. Cut out pictures of people, buildings, trees, cars, anything that's found in your city. 2. Paste a piece of cardboard on the back. 3. Draw blocks and streets, manhole covers on a big piece of cardboard or the bottom of a large box. 4. Assemble your pictures and place them in the city in their appropriate places.	II. Out Com A. B.

the ability to manage,

and change his

Discipline Area Art

Subject Construction

Problem Orientation Urban Environment Grade 1-3

L OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
student character- structure student ous of the ity.	I. Student-Centered in class activity A. Make a city 1. Cut out pictures of people, buildings, trees, cars, anything that's found in your city. 2. Paste a piece of cardboard on the back. 3. Draw blocks and streets, manhole covers on a big piece of cardboard or the bottom of a large box. 4. Assemble your pictures and place them in the city in their apprc- priate places.	II. Outside Resource and Community Activities A. Collect magazines, newspapers. B. Have the students take note of the streets and area around them on their way to and from school.
earned		

Resource and Reference Materials	Continued and Additional Suggested Learn
Publications: "Community Planning Handbook" #110 I-C-E RMC Gi "A Place to Live " #110 A I-C-E RMC Audio-Visual: Community:	

ng	ls	Continued and Additional Suggested Learning Experiences

CONCEPT

9. Man has the ability to manage, manipulate, and change his environment.

Discipli

Subject

Problem C

BEHAVIORAL OBJECTIVES	SUGGE
Cognitive: The student interprets how man is able to control his environment through the analogy of a piece of clay. Affective: The student becomes sensitive to the need to control our environment. Skills to be Learned Increasing manual dexterity. Basic clay working techniques.	I. Student-Centered i activity A. How do you expl 5-8 year old ch man can change ipulate his env through an art The answer:By u of the most man mediums known t clay. B. Each student wi given a block o (size depends o available) C. This block of c to form whateve just as our env ours to form wh wish. If the s manipulates and his clay with c thought, he will forth with a re product, if not- The same thing h with us and our (note: when doi the environmenta

ne ability to manage,

nd change his

Discipline Area Art

Subject Clay- The Manipulative Medium

Problem Orientation How Can Clay Show That We Can Manipulate Our Environment?

Grade 1-3

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
tudent an is his ugh the ce of tudent e to the our	I. Student-Centered in class activity A. How do you explain to a 5-8 year old child that man can change and manipulate his environment through an art project? The answer: By using one of the most manipulative mediums known to art--clay. B. Each student will be given a block of clay (size depends on quanity available) C. This block of clay is theirs to form whatever they wish, just as our environment is ours to form whatever we wish. If the student manipulates and changes his clay with care and thought, he will come forth with a rewarding product, if not-disaster. The same thing holds true with us and our environment. (note: when doing this project the environmental lesson (Con't)	II. Outside Resource and Community Activities A. If the area is condusive, have the students go outdoors and get your own clay.
rned l ng		

Resource and Reference Materials	Continued and Additional Suggested I
Publications: "Clay is Fun" R. A. Yoder, School Arts, p.20-1 Oct. '71 "It Just Happened, Clay Modeling" Arts & Activities 69: 22-4 Mr. '71 Audio-Visual: "Creating With Clay," B.F.A. Available for rental from BAVI Community:	(Con't from I.) must be taught or the project is wo

erials	Continued and Additional Suggested Learning Experiences
71 deling" Mr. '71	(Con't from I.) must be taught or the project is worthless)

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT: 10. Short- term economic gains may produce long-term environmental losses.

Discipline Area: Art

Subject: Mul

Problem Orientation: s t

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EX
Cognitive: Students will learn to conserve by being cut off of materials if they over-use. Affective: Students will learn the wisdom of looking ahead. Skills to be Learned Students will learn how to store equipment properly. Students will learn printing, painting or mosaics.	I. Student-Centered in class activity A. Wastefulness - student should be given materials that are to last for a certain amount of time (ex. a two day project. They are given an amount of paper, paint, glue, etc.) If students use all the first day, they have nothing for second day. (A project such as printing or mosaics or even painting would serve as a front for this hidden message.

II.

gains may

mental

Discipline Area Art

Subject Multi-Media

Problem Orientation short-long term factors Grade 1-3

	SUGGESTED LEARNING EXPERIENCES	
arn of arn ,	I. Student-Centered in class activity A. Wastefulness - student should be given materials that are to last for a certain amount of time (ex. a two day project. They are given an amount of paper, paint, glue, etc.) If students use all the first day, they have nothing for second day. (A project such as printing or mosaics or even painting would serve as a front for this hidden message.	II. Outside Resource and Community Activities A. Have students talk to parents about how materials may be over-used or wasted in their jobs. Report back to class. B. Take a trip to spot community problems caused by using materials without "thought for the morrow"

Resource and Reference Materials	Continued and Additional Suggested Learn
Publications: "Printing: Plant Prints" I. Geary, Instructor, p. 94, June '71 The Diligent Destroyer (150) Laycock, George, 1970 (LA) "Printmaking for Primary Grades" il. Arts & Activities, R. A. Daniel 70:28-9, Oct. '71 "Hand-made Slices: Whetstone for Perceptual Activity:, E. Scott, Arts & Activities, p. 30-1, Ap.'72 "Creative Photography Without Film", Richard Latta, Design, p. 28-29, Summer, '72 "Happy Way to Printmaking; Styro- foam Experiments", E. Deutsch, Arts & Activities, p. 32-33, Ap.'70 "Plastic Prints Are Neat!" M. Saxer, Arts & Activities, p. 14-16, Ju.'69 Audio-Visual: Mand & His Environment KT 4 Project I-C-E RMC Community:	

als	Continued and Additional Suggested Learning Experiences
ry, , niel r '72 ilm", , o- .'70 axer, .'69	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

11. Individual acts, duplicted or compounded, produce significant environmental alterations over time.

Discipline Area Art

Subject Group

Problem Orientation Ind ati

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING	II
Cognitive: Through these projects, the student applies principle of combining individual acts to make a whole. Affective: The student accepts the responsibility of individual work to develop the whole. Skills to be Learned Construction Observation Discussion Painting Group planning & cooperation Mural construction	I. Student-Centered in class activity A. Students will do a mural as a group. 1. Each person is assigned a particular section 2. The mural won't be completed until each individual has done his share. 3. Mural can be drawn, colored, or painted. B. Each student makes one Christmas ornament to decorate a tree for the Christmas holidays. C. Each student saves and brings bottoms of egg cartons of the same color to tile ceiling for attractiveness and acoustics. (Semester to complete) D. Gather loose stones, rocks, etc. in school yard. Group to form a rock garden outside.	

ual acts, duplicted or

produce significant

l alterations over

Discipline Area Art

Subject Group Design

Problem Orientation Individual Alter- Grade K-3
ations

BJECTIVES	SUGGESTED LEARNING EXPERIENCES	
gh these dent of ual ple. dent nsibility to	I. Student-Centered in class activity A. Students will do a mural as a group. 1. Each person is assigned a particular section 2. The mural won't be completed until each individual has done his share. 3. Mural can be drawn, colored, or painted. B. Each student makes one Christmas ornament to decorate a tree for the Christmas holidays. C. Each student saves and brings bottoms of egg cartons of the same color to tile ceiling for attractiveness and acoustics. (Semester to complete) D. Gather loose stones, rocks, etc. in school yard. Group to form a rock garden outside.	II. Outside Resource and Community Activities A. Group effort to obtain a tree B. Compare acoustics in various community buildings, such as swimming pool, church, theatres, school, gymnasium, lunchroom, etc.
ned		

Resource and Reference Materials	Continued and Additional
Publications: "Humanizing the School With Children's Art", Lewis & Clark School, St. Louis. V. T. Mealy, Instructor, 79:55 MY '70 "In the Courtyard with an Art Student Little Boxes - Big Boxes: E. Deutsch. Arts & Activities 69:40-1 F. '71 "Design Experiments with Natural Materials", R. Moore, il. School Arts 68:16-17 MR. '69 "Paint a What? Paint a Bus!", B. J. Erdahl, School Arts, p. 12-13 Nov. '71 "Textured Mural", L. Olson, Grade Teacher, p. 82-83, Feb. '72. "Painting City Walls", L. Friedman, School Arts, p. 28-29, Jan. '70. "School Mural", N.K. Rockwell, School Arts, p. 16-17, Feb. '70. Audio-Visual: "Rag Tapestry" (wall hanging) film International Film Foundation 475 Fifth Ave., Suite 916 New York, N.Y. 10017 "Using Community Resources" Films 240 Project I.C.E RMC Community: Community Buildings Art Museum to view murals.	

erials	Continued and Additional Suggested Learning Experiences
Child- chool, tructor, rt Boxes: es tural chool ", p. 12-13 Grade riedman, '70. ll, '70. g) film tion MC	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

12. Private ownership must be regarded as a stewardship and should not encroach upon or violate the individual right of others.

Discipline Area: Art

Subject: Drawing a

Problem Orientation: Stewar and ri

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPER	II.
Cognitive: Students should be able to name stewards of the land. Students should come to know what animals, birds, etc. are becoming extinct and why by doing these activities. Affective: Students should become aware of the selfish attitudes of some people when it comes to private ownership and personal rights.	I. Student-Centered in class activity A. Flip book 1. Compile a book containing people who are stewards of our environment. 2. Pictures may be cut from a catalog or drawn. 3. Could also put in each person's hand the thing they have control of. B. Promotion of extinct animals e.g. owls, eagle, hawk. 1. Make drawings three dimensional by folding. 2. Do these things while telling kids to protect such animals. C. Block print mottos. Students should contrive mottos and print them in a place they might be easily observed.	
Skills to be Learned Drawing Paper folding Idea organization Block printing		

hip must be

rdship and should

r violate the

others.

Discipline Area Art

Subject Drawing and printing

Problem Orientation Stewardship and rights Grade K-3

ES	SUGGESTED LEARNING EXPERIENCES	
ould be f the know c. d vities. ould fish e e rights.	I. Student-Centered in class activity A. Flip book 1. Compile a book containing people who are stewards of our environment. 2. Pictures may be cut from a catalog or drawn. 3. Could also put in each person's hand the thing they have control of. B. Promotion of extinct animals e.g. owls, eagle, hawk. 1. Make drawings three dimensional by folding. 2. Do these things while telling kids to protect such animals. C. Block print mottos. Students should contrive mottos and print them in a place they might be easily observed.	II. Outside Resource and Activities A. Project could be done in conjunction with social studies using: 1. Neighborhood stewards 2. Community stewards, students 3. mom and dad. 3. Forest steward picnicers, campers B. With Science Dept. have children discover how these animals really look - have them bring in pictures.

Resource and Reference Materials	Continued and Additional Suggeste
Publications: McGraw Hill Study Prints, Kit #19 Project I-C-E RMC Conservation 2 Picture Discussion Kit American Petroleum Institute, 1965 "Monoprints in Color", P. Carruba Arts & Activities, p. 41, Dec. '70 "3 Color Cardboard Printmaking", E. Deutsch, Arts & Activities, p. 34-5, Ap. '71 "Papercrafts and Mobiles", R. Perlmutter, Teaching Exceptional Children, p 134-41, Spring '72 "Print with Egg Cartons", S. Rolle, Arts & Activities, p. 35, Sept. '71 Making a Cardboard Print", E. Palmatier, Todays Education, p. 66, Nov. '71 "Just Ink and Print With Fruit or Vegetables" Sunset 147-152 N. '71 "Printmaking for Primary Grades" R. A. Dariel, Arts and Activities 70:28-9 C. '71 Audio-Visual: Community:	

	Continued and Additional Suggested Learning Experiences
it 5	

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Concept No. Used: _____

In commenting on each episode used in
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your critiques and comments - negative a
hand column, please rate (poor, good, ex
make specific comments or suggestions if
vided to help us make this a more usable

Poor	Good	Exc.	
			I. Behavioral Objectives A. Cognitive:
			B. Affective:
			II. Skills Developed
			III. Suggested Learning Experiences A. In Class:
			B. Outside & Community Activities:
			IV. Suggested Resource & Reference Materials (specific suggestions & comments)

Serv

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commenting on each episode used in your class, please use this
Feel free to adapt it and add more pages. Let us know all
critiques and comments - negative and positive. In the left-
column, please rate (poor, good, excellent) each item. Also,
specific comments or suggestions if possible in the space pro-
to help us make this a more usable guide. Thank you.

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Community Activities:

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gestions & comments)

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